

COLLEGE AND CAREER READINESS: THE ROLE AND IMPLICATIONS FOR SECONDARY TRANSITION PLANNING

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NATIONAL ISSUES

- Ready by 21
- 21st Century Skills
- Gates Foundation
- High School Reform/ Redesign
- Breaking Ranks
- Dropout rates
- Accountability – student progress, teacher quality
- P-16/ P-20 initiatives

IN PREPARATION FOR REAUTHORIZING NCLB/ ESEA

- “every student should graduate from high school ready for college and a career, every student should have meaningful opportunities to choose from upon graduation from high school”
President Obama in Blueprint for Success, 2010

<http://www2.ed.gov/policy/elsec/leg/blueprint/index.html>

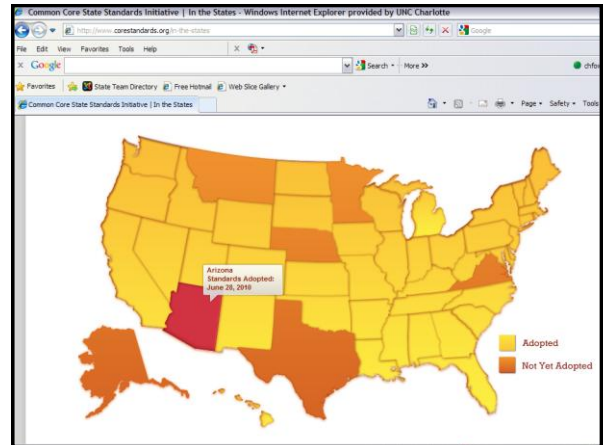
- The administration has a goal that by 2020, the U.S. will return to having the highest proportion of college graduates in the world

Summary of Graduation and College Preparedness by Ethnicity

College Preparedness Variable	African American	Hispanic	White
1. On-time grad. with regular diploma	55%	58%	78%
1. Left prepared for college	23%	20%	40%

SO WHAT'S HAPPENING?

- Council of Chief State School Officers (CCSSO) and National Governors Association (NGA) developed and then released the Common Core State Standards June 2010
- “fewer, clearer, higher”
- Federal grant funds: Race to the Top and Investing in Innovation required use of CCSS for applicants
- Currently 44 states have adopted the standards



RACE TO THE TOP ASSESSMENT GOALS

- Create a system of more effective and instructionally useful assessments:
 - More accurate information about what students know and can do:
 - Achievement of standards
 - Growth
 - On-track to college and career ready by the time of high school graduation
 - More accurate measure of students all along the distribution – particularly very high and very low achievement
 - Reflects and supports good instructional practice
 - Includes all students, including English language learners and students with disabilities

Rooney, 2011

RTTA GOALS

- Results are used to inform:
 - Teaching, learning, and program improvement
 - Determinations of school effectiveness
 - Determinations of principal and teacher effectiveness for the purposes of evaluation and support
 - Determinations of individual student college and career readiness

Rooney, 2011

RTTA TIMELINE

- **September 2010:** Grants awarded
- **January 2011:** Supplemental budgets approved and cooperative agreement signed
- **Year 1:** Development and design work
 - Examine the Common Core standards in depth
 - Create content “frameworks” and item prototypes
 - Begin to work with states on transition plans
 - Common Core Standards
 - Technology

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Rooney, 2011

RTTA TIMELINE

- **2011-2012 School Year**
 - Technology audit of states and districts
 - Writing and piloting test items
 - Create item bank and digital resources
 - Develop participation and accommodations policies
 - Begin teacher institutes to bring teachers from all states
- **2012-2013 & 2013-2014 School Year**
 - Enlarge field testing
 - Continue state and educator professional development
 - Design and implement test platform
 - Setting performance level descriptors
- **2014-2015:** first live administration

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INCLUDING STUDENTS WITH DISABILITIES

- Coordination with grants developing new alternate assessments based on alternate academic achievement standards
- Commitment to approaching test development using universally designed systems for assessment
- Workgroups of state education agency staff
- Expert advisors on accessibility and accommodations

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Rooney, 2011

NCSC AND DYNAMIC LEARNING MAPS (2 MORE CONSORTIA)

- knowledge of alternate assessment system design
- formative and interim uses of assessment data
- summative assessments
- academic curriculum and instruction for students with severe intellectual disability
- effective professional development

Alternate assessments to PARCC and SBAC, 4-5 years

Thurlow, 2011

MORE INFORMATION

- RTTA: www2.ed.gov/programs/racetothetop-assessment/index.html
- PARCC: www.parcconline.org

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HOW'S ARIZONA DOING THIS?

- Waiting?
- Work groups?
- Aligning standards
- Writing curricula and instruction

AGAIN – THE BACKGROUND

- “every student should graduate from high school ready for college and a career, every student should have meaningful opportunities to choose from upon graduation from high school”

<http://www2.ed.gov/policy/elsec/leg/blueprint/index.html>

ARE COLLEGE AND CAREER READY THE SAME?

- Academic skills
- Job-specific/ technical skills
- Business and industry leaders focus on employability skills (soft-skills) – problem solving, communication, teamwork, technology, adaptability...
- Increased national focus on Career Pathways, industry certification (very rigorous!), alternative pathways

[http://www.gse.harvard.edu/news_events/features/2011/Pathways to Prosperity_Feb2011.pdf](http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf)

WHAT DOES THIS MEAN FOR STUDENTS WITH DISABILITIES?

- Increased academic rigor?
- Increased focus on college preparedness in education?
- Increased attention that multiple methods of assessment and instruction critical (including UDL)?
- Increased focus on using data for instructional and program decisions?
- Increased recognition (now) of importance of alternative pathways?
- What else?

RELEVANCE

- How do we insure that relevant, transition-focused skills (employment, independent living, social, career planning, decision making, self-advocacy, college success) are taught as students demonstrate progress in the Common Core?
- Embed within standards instruction?
- Multiple methods for demonstrating skill proficiency?
- “think” transition!

USE TECHNOLOGY TO PRODUCE WRITING (ELA STANDARD)

- ASSIGNMENT
- **Investigate** 3 careers using ONET or other resources at Dept. of Labor’s website or AZ’s planning for college website
- Complete a preference checklist, based on knowledge of careers
- **Write** a 3 paragraph essay presenting a selected career path, including evidence
- Reduce the essay to a 3 slide PowerPoint presentation or other visual media for a class presentation (more standards!)

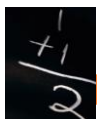
USE CHARACTERIZATION IN A SIMULATED WORK ENVIRONMENT

- Interpret Words and phrases as they are used; analyze how specific **word choices** shape meaning and tone
- Example: telling your friend that your shift ends at 7:00 vs. telling your boss that your shift ends at 7:00

tone of voice, eye contact, posture, communicating with persons in authority,

WHAT ABOUT MATH?

- High School Math.....Wow!
- Anyone in the room that has used the Pythagorean theorem in their daily life...in the last 10 years please stand up.



HIGH SCHOOL-NUMBER AND QUANTITY

- Reason quantitatively and use units to solve problems.



PLANNING MOVIE NIGHT EVENT

- How many cans of coke are in a carton?
- How many bags of popcorn are in a box?

These are our known factors or **coefficients**.



MORE PARTY PLANNING...

- How many people are coming?
- Would this number be the same if we asked the question to a different group?



ANOTHER FACTOR

- Who has any money?



VARIABLES IN THIS EQUATION

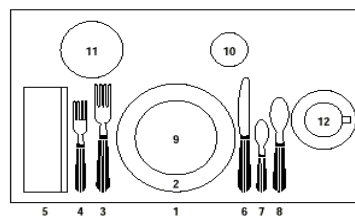
- Number of people attending our party
- How much money we have to spend

Multiple variables (money, people) and multiple coefficients= polynomials

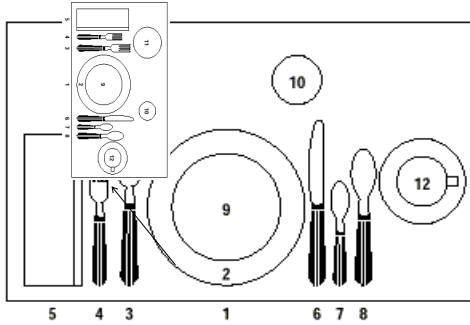
READY FOR GEOMETRY?

- **Congruence**: experiment with transformations in the plane, understand congruence in terms of rigid motion, prove geometric theorems, make geometric constructions

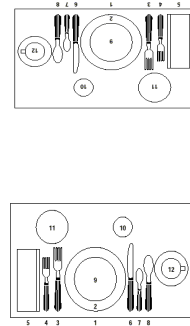
EMPLOYMENT SKILL: TRANSFORMATIONS IN THE PLANE



SLIDE



ROTATION



NOW YOUR TURN

- Language Arts/English OR Mathematics
- Brainstorm Ideas
- Share with Group

ANCHOR STANDARDS FOR ELA

Conventions of Standard English

- Demonstrate command ...writing or speaking.
- capitalization, punctuation, and spelling

Knowledge of Language

- understand how language functions in different contexts,
- comprehend...when reading or listening

Vocabulary Acquisition and Use

- meaning...using context clues,
- understand figurative language
- use a range of words for reading, writing, speaking, and listening

HIGH SCHOOL MATH

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

3 THINGS YOU CAN DO

- Identify the workgroup in your district for Common Core
- Get invited to a workgroup meeting
- Brainstorm your own bank of ways that YOUR students can demonstrate proficiency in these standards, with postsecondary focused skills

ADDITIONAL RESOURCES

- www.nsttac.org 101 Documents on Secondary Special Education issues, including College and Career Readiness
- www.corestandards.org – resources and current information on the adoption and implementation of the Common Core State Standards
- www.commoncore.org – a curriculum mapping project for resources regarding instruction and curriculum design, associated with the Core Standards
- www.careertech.org
- www.p21.org
- www.ideapartnership.org
- www.ncwd-youth.org

COMMENTS? QUESTIONS? SUGGESTIONS?

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